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Major objectives of a proposed New Jersey cooperative project are (1) to establish 10 first-grade demonstration bilingual and bicultural classes in strategic target areas throughout the state (to help Spanish-speaking children extend skills in their native language and in English); (2) to prepare preservice and inservice workshops for personnel in the project, including paraprofessionals; (3) to develop strategies for improving home, community, and school relationships; (4) to coordinate and utilize the varying EPDA and other federal monies in the state as they relate to Title VII; (5) to involve the Hispanic community in all phases of planning and program implementation and evaluation; (6) to continue cooperation efforts with Caribbean and Latin American countries in student and teacher exchange; (7) to establish appropriate programs in adult education, occupational guidance, and counseling; (8) to survey, develop, and disseminate materials of service to school districts in New Jersey and elsewhere interested in bilingual education. (Included in this program description are sections on program need; objectives; procedures; utilization of research and existing materials; personnel; facilities, materials, and equipment; community involvement; subcontracting, budget requirements; evaluation; dissemination; and local commitment, plus a selected bibliography on bilingual education.) (JS)

ED031433

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FORMAL PROJECT APPLICATION

BILINGUAL EDUCATION PROGRAM

Under the Provisions of Title VII of P.L. 89-10, as amended.

Title: NEW JERSEY BILINGUAL EDUCATION PROGRAM
Formal Project Application, Project OE-97-0037-0

Submitted By: City of Vineland School District (LEA)
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Date Transmitted: May 5, 1969

SP002875

FORWARD

The following final project proposal represents a major effort on the part of communities in the State of New Jersey to meet the needs of children whose mother tongue is Spanish. The primary component, demonstration first grade classes, strikes directly at meeting those needs. The writers are convinced that offered an opportunity to implement the program as stated, its positive results will serve as catalysts for additional programs in the years to come.

In the development and the design of this proposal it is not possible to acknowledge the contributions of each individual at national, state and local levels, for many pages would be required. The authors, therefore, would like to take this opportunity to thank all of those who contributed both professionally and personally to the successful completion of this proposal. It is a document that carries within its covers the hopes and the aspirations of a large segment of humanity who deserve to be heard.

I ABSTRACT

NEW JERSEY BILINGUAL EDUCATION PROGRAM

PROJECT #OE-97-00037-0

Sponsored jointly by the Vineland School District and Jersey City State College, this proposal represents the cooperative efforts of New Jersey School systems, institutions of higher education, the State Departments of Education and Higher Education, the New Jersey Urban Schools Development Council, and the Hispanic Community in identifying and meeting the needs in bilingual education.

The major objectives of this unique project are: (1) to establish ten (10) demonstration bilingual and bicultural classes, on a first grade level, in strategic target areas throughout the state; (2) to prepare pre-service and in-service workshops for personnel in the project in order that they might function effectively in the components of the program; (3) to prepare para-professionals to participate in the aforementioned programs; (4) to develop strategies for improving home, community and school relationships; (5) to coordinate and to utilize the varying EPDA and other Federal monies in the State as they relate to Title VII; (6) to involve the Hispanic community in all phases of planning and program implementation and evaluation; (7) to continue cooperative efforts with Caribbean and Latin American countries in student and teacher exchange; (8) to establish appropriate programs in adult education, occupational guidance and counseling; (9) to survey, to develop and to disseminate materials of service to school districts in New Jersey and elsewhere interested in bilingual education.

Up to this time, coordinated efforts have not been made in New Jersey to help the Spanish-speaking child to extend his skills in his native language; this is also true of his skills in English as a Second Language. Research indicates that the practice of teaching the child in his native language as well as with organized and sequential patterns of instruction in English as a Second Language affords the child an opportunity to learn more effectively in both languages. A child not afforded this opportunity may suffer setbacks in his rate of learning and may fail to develop into a productive adult. We cannot allow this to occur in New Jersey. Successful programing, therefore, requires among other things, the ability to provide adequately trained personnel. Course offerings at college levels, internships and exchange programs will aid in bolstering teacher supply. Teachers and teacher aides will receive pre and in-service training as well as additional courses offered in local colleges, institutions and agencies to improve and extend the horizons of all personnel. EPDA courses funded at Montclair State College, and Jersey City State College in cooperation with the University of Puerto Rico will provide the initial input of personnel.

I ABSTRACT

School and community coordinators will be trained and will complement the services offered in the classrooms by teacher aides. Local residents will be encouraged and trained for these positions.

In summary, the development of the demonstration bilingual and bi-cultural aspects of the total educational program will be of paramount importance. The establishment of relevant programs for children and for the training of teachers and para-professionals will be highlighted for the State of New Jersey. Varied approaches will be attempted in meeting the educational and personal needs of children. All programs will be evaluated and appropriate materials will be disseminated throughout the state and nation.

II STATEMENT OF NEED

A. New Jersey education is now facing a crisis precipitated by the tremendous influx of Spanish-speaking families. Within the past decade, the Puerto Rican net migration to the United States mainland has shown a substantial increase with the greatest growth taking place in the last four years. (See Table 1) Within the same period of time, the Puerto Rican population of New Jersey has tripled * and the Cuban population has gone from an almost insignificant figure to nearly 40,000. **

A 1968 survey conducted by the New Jersey State Department of Education indicated that there are nearly 70,000 non-English speaking children in the public and parochial schools of the State. (See Tables 2-5) Forty-three thousand (43,000) non-English speaking children are enrolled in schools in the highly industrialized and densely populated Essex, Hudson, and Passaic Counties. (See Figure 1) Thirty-nine thousand (39,000) non-English speaking children are enrolled in eight school districts in those three counties. Fifty-nine thousand (59,000) non-English speaking children are concentrated in eighteen school districts. (See Figure 2) In some of these districts more than 50% of the total enrollment are of Hispanic origin.

The difficulties in providing suitable education programs for children with limited English-speaking ability are not unique to New Jersey, however, the recency of the problem is unique in New Jersey.

There are few, if any, organized and coordinated bilingual programs in New Jersey's school districts. (See Table 6) Not only are there great numbers of children, a lack of specific bilingual programs, but a lack of trained personnel both professional and paraprofessional to meet classroom and community needs. (See Tables 7-8)

The problems, at this moment in time, seem insurmountable. However, we are certain that by approaching them in an organized and vigorous manner, with the cooperation of the eighteen school districts, the State Department of Education and the State Department of Higher Education, and the Hispanic community, we will be well on our way towards viable solutions.

*Commonwealth of Puerto Rico, Department of Labor, Migration Division.

**According to the Cuban Refugee Re-settlement Agency of the Department of Health, Education, and Welfare, New Jersey has absorbed the third largest number of Cuban refugees since the exodus began in 1959.

TABLE I

NET MIGRATION FROM PUERTO RICO TO UNITED STATES MAINLAND BY YEAR: 1955-1967

YEARS	ARRIVALS	DEPARTURES	NET MIGRATION
1955	218,432	260,782	42,350
1956	264,797	313,630	48,833
1957	311,630	348,261	36,631
1958	338,467	364,449	25,982
1959	439,310	467,414	28,104
1960	491,210	510,311	19,101
1961	536,530	536,350	-180*
1962	580,409	591,807	11,398
1963	653,698	656,905	3,206
1964	757,401	761,601	4,200
1965	905,095	932,121	27,026
1966	1,000,353	1,039,406	39,053
1967	1,197,150	1,239,394	42,244

NOTE: The population of Puerto Rico increased 16% last year as compared to an 11½ % increase in the continental United States. On the basis of United Nations projections, the population of Latin America (including Mexico and the Caribbean) will grow from 200,000,000 in 1960 to 592,000,000 in the year 2000 -- nearly tripling. By comparison the population of the United States and Canada is expected to less than double. (El Diario - La Prensa 1 April 1969)

(*) The minus sign is used to indicate a net outflow from the continental United States to Puerto Rico.

SOURCE: San Juan Office, Immigration and Naturalization Service, United States Department of Justice, and Puerto Rico Planning Board.

TABLE 2

DISTRIBUTION OF STUDENTS WITH LIMITED ENGLISH SPEAKING ABILITY (LESA) IN THE NEW JERSEY PUBLIC SCHOOL SYSTEM*

September 30, 1968

COUNTY	TOTAL PUBLIC SCHOOLS STUDENTS ENROLLMENT	TOTAL PUBLIC SCHOOLS (LESA STUDENT ENROLLMENT
Atlantic	32,945	759
Bergen	171,134	1,421
Burlington	70,593	1,329
Camden	42,269	2,121
Cape May	10,325	100
Cumberland	27,970	1,534
Essex	174,178	7,396
Gloucher	39,998	319
Hudson	87,097	14,828
Hunterland	16,960	66
Mercer	54,633	1,106
Middlesex	125,459	3,603
Monument	102,012	1,723
Morris	84,440	935
Ocean	43,886	918
Passaic	84,095	6,306
Salem	15,183	176
Somerset	48,663	380
Sussex	17,926	52
Union	104,396	2,679
Warren	16,283	102
TOTALS	1,419,455	47,853

*SOURCE: Selected Characteristics of each New Jersey Schools, Public School District, and County September, 1967, by M. Jack Krupnick, Office of Statistical Services. Report Number 383 August, 1968, State of New Jersey, Department of Education.

TABLE 3

RELATION OF TOTAL (LESA) STUDENT ENROLLMENT
TO SPANISH-SPEAKING STUDENT ENROLLMENT IN SELECTED
NEW JERSEY PUBLIC SCHOOL DISTRICTS*

September 30, 1968

DISTRICT	TOTAL PUBLIC SCHOOL (LESA) STUDENT ENROLLMENT	TOTAL PUBLIC SCHOOL SPANISH-SPEAKING STUDENT ENROLLMENT	SPANISH-SPEAKING PERCENTAGE OF TOTAL (LESA) PUBLIC SCHOOL STUDENT ENROLLMENT
Bayonne	724	352	48.6
Camden	2,851	1,879	65.9
Dover	498	474	95.1
Elizabeth	2,340	1,522	65.0
Fort Lee	709	23	3.2
Hoboken	4,918	3,143	63.9
Jersey City	6,487	4,521	69.6
Lakewood	5,158	330	6.3
Newark	11,673	7,046	60.3
New Brunswick	592	516	87.1
Passaic	1,597	1,498	93.8
Paterson	5,511	4,240	76.9
Perth Amboy	3,029	2,061	68.0
Trenton	1,064	820	77.0
Union City	5,635	3,372	59.8
Vineland	2,264	1,213	53.5
West New York	3,303	2,250	68.1
Woodbine	110	75	68.1
TOTALS	58,463	35,335	62.7

*SOURCE: Selected Characteristics of each New Jersey School, Public School District, and County September, 1967, by M. Jack Krupnick, Office of Statistical Services. Report Number 417 December, 1968, State of New Jersey, Department of Education.

TABLE 4

DISTRIBUTION OF SPANISH-SPEAKING STUDENTS
IN RELATION TO THE TOTAL STUDENT ENROLLMENT
IN SELECTED NEW JERSEY PUBLIC SCHOOL DISTRICTS*

September 30, 1968

DISTRICT	TOTAL PUBLIC SCHOOL STUDENT ENROLLMENT	TOTAL PUBLIC SCHOOL SPANISH-SPEAKING STUDENT ENROLLMENT	SPANISH-SPEAKING PERCENTAGE OF TOTAL PUBLIC SCHOOL ENROLLMENT
Bayonne	9,112	352	3.8
Camden	20,146	1,879	9.3
Dover	3,945	474	13.5
Elizabeth	15,375	1,522	9.8
Fort Lee	3,375	23	+
Hoboken	7,486	3,143	41.9
Jersey City	38,459	4,521	11.7
Lakewood	4,635	330	7.1
New Brunswick	6,652	516	7.7
Newark	75,960	7,046	9.2
Passaic	8,541	1,498	17.5
Paterson	25,304	4,240	16.7
Perth Amboy	6,473	2,061	31.8
Trenton	16,859	820	4.8
Union City	8,409	3,372	40.0
Vineland	9,598	1,213	12.6
West New York	5,766	2,250	39.0
Woodbine	333	75	22.5
TOTALS	266,428	35,335	16.6

+Less Than 1%

*SOURCE: Selected Characteristics of each New Jersey School, Public School District, and County September, 1967, by M. Jack Krupnick, Office of Statistical Services. Report Number 404 December, 1968, State of New Jersey, Department of Educatio

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TABLE 5

DISTRIBUTION OF SPANISH-SPEAKING STUDENTS IN RELATION TO THE TOTAL STUDENT ENROLLMENT IN SELECTED NEW JERSEY PAROCHIAL SCHOOL DISTRICTS*

September 30, 1968

DISTRICTS	TOTAL PAROCHIAL SCHOOL STUDENT ENROLLMENT	TOTAL PAROCHIAL SPANISH-SPEAKING STUDENT ENROLLMENT	SPANISH-SPEAKING PERCENTAGE OF TOTAL PAROCHIAL SCHOOL ENROLLMENT
Bayonne	6,727	44	**
Camden	5,666	456	8.0
Dover	385	21	5.4
Elizabeth	8,156	1,219	14.9
Fort Lee	909	+	
Hoboken	2,291	277	12.0
Jersey City	20,270	1,175	5.7
Lakewood	454	+	
New Brunswick	2,711	56	2.0
Newark	14,934	2,147	14.3
Passaic	3,634	369	10.1
Paterson	6,461	1,042	16.1
Perth Amboy	2,632	110	4.1
Trenton	13,583	182	1.3
Union City	3,601	516	14.3
Vineland	1,993	24	1.2
West New York	2,656	619	23.3
Guttenberg	281	21	7.4
North Bergen	933	31	3.3
Atlantic City	1,928	24	1.2
TOTALS	100,205	8,333	8.3

+None
**Less Than 1%

*SOURCE: Monsignor Joseph Vopelak, Office of New Jersey Catholic Conference, Education and Economic Opportunity Program.

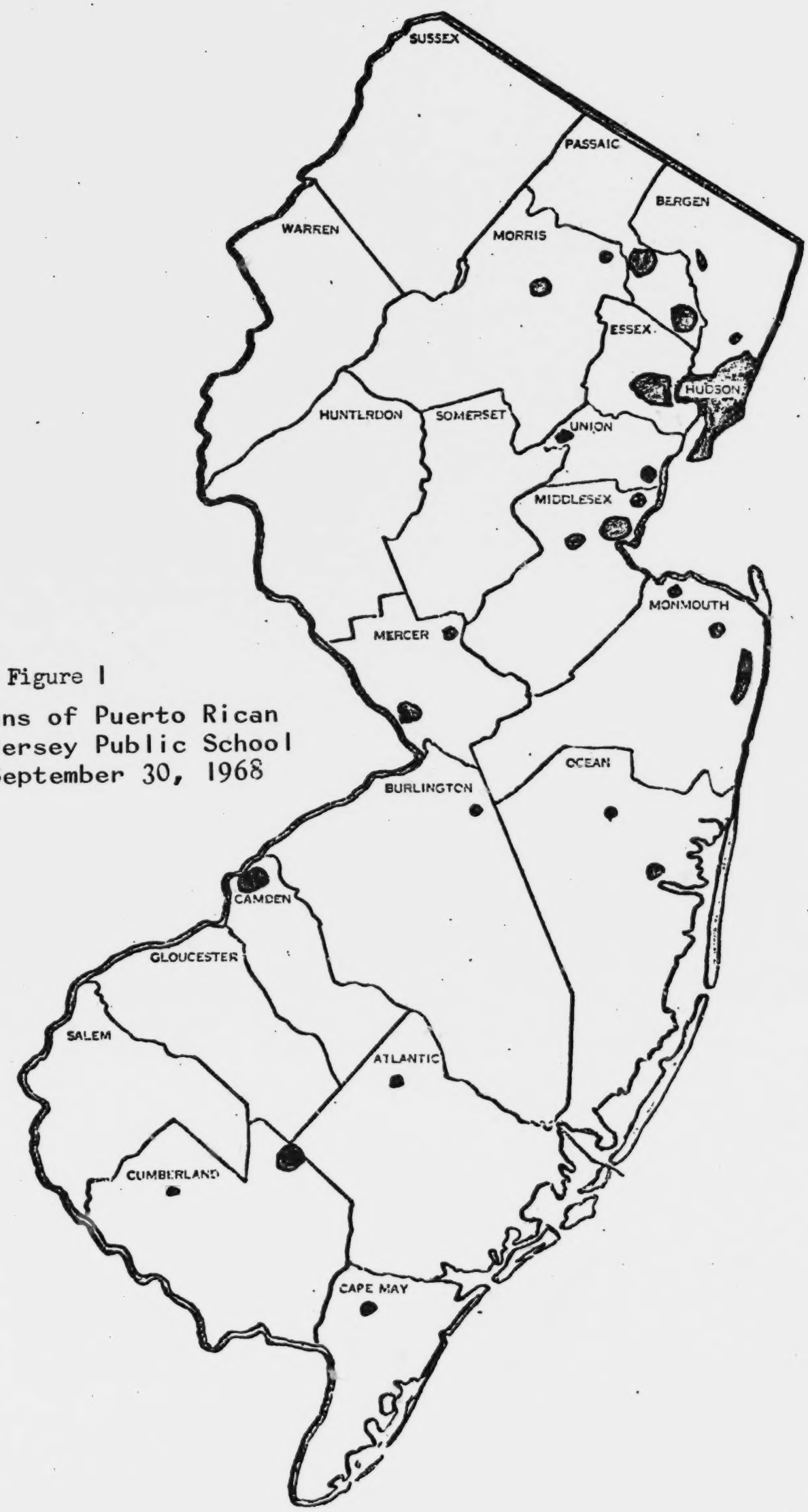

Figure 1

Concentrations of Puerto Rican Pupils: New Jersey Public School Districts, September 30, 1968

DISTRICT PARTICIPATION CHART*

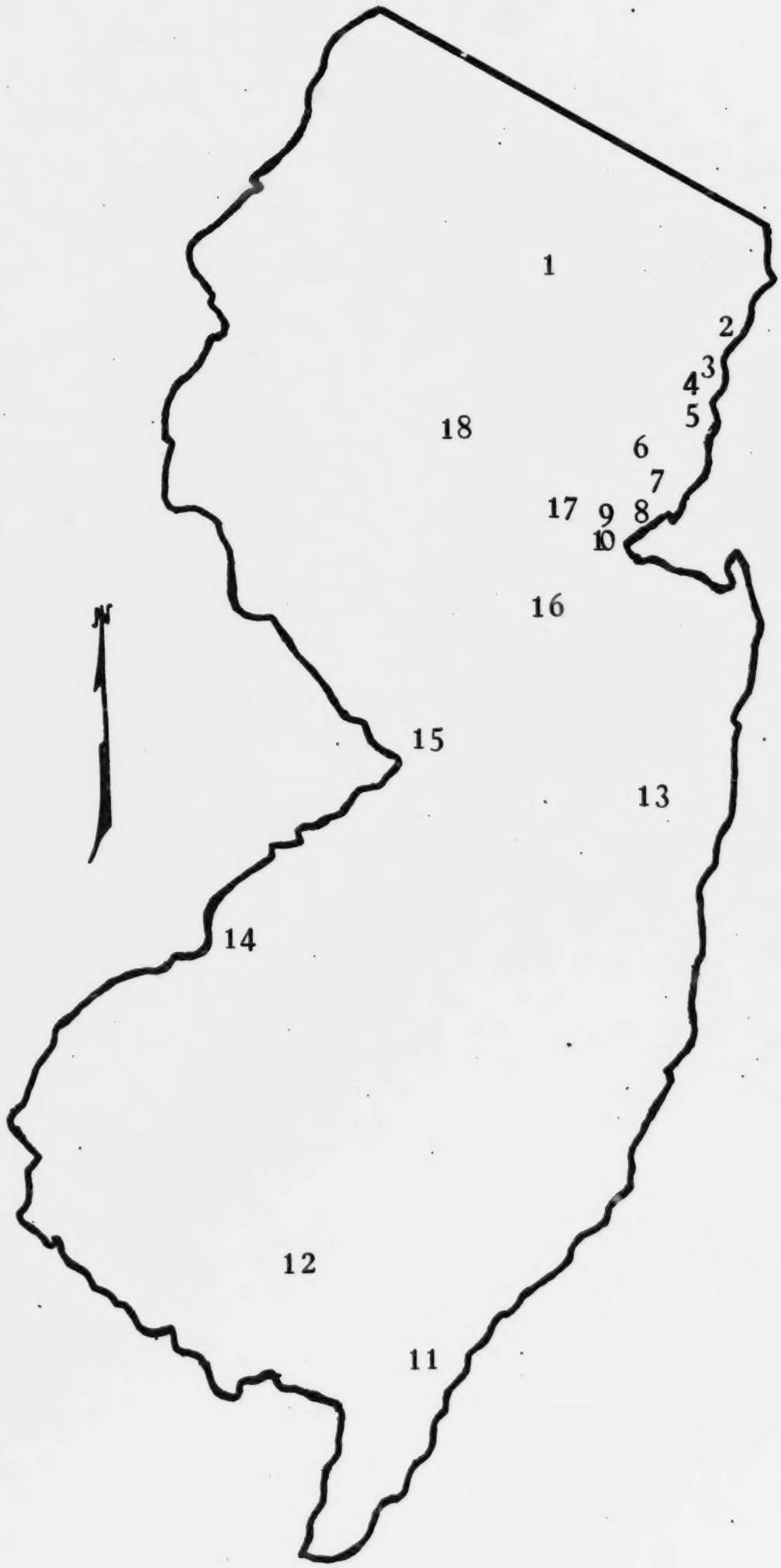

Figure 2

*School Districts With High Concentrations of Children With Limited English-Speaking Ability

KEY

1	Paterson
2	Fort Lee
3	West New York
4	Union City
5	Hoboken
6	Passaic
7	Jersey City
8	Bayonne
9	Elizabeth
10	Perth Amboy
11	Woodbine
12	Vineland
13	Lakewood
14	Camden
15	Trenton
16	New Brunswick
17	Newark
18	Dover

TABLE 6

NUMBER AND VARIETY OF EXISTING BILINGUAL EDUCATION PROGRAMS IN SELECTED NEW JERSEY PUBLIC SCHOOL DISTRICTS

	West New York	Vineland	Trenton	Perth Amboy	Paterson	New Brunswick	Newark	Lakewood	JerseyCity	Hoboken	Dover	Camden
Adult Basic Education		X	X	X		X	X				X	X
Adult High School and Vocation School (Evening)		X										
Bilingual Distributive Education				X								
Bilingual First Grade class						X						
Bilingual Language Arts Program						X	X			X		
Bilingual Teacher Aids	X		X				X	X				
Citizenship Orientation (K-Adult)			X		X		X					
Communication Handicap				X								
Development of Bilingual Curriculum Material (K-12)										X		
Evening School for Foreign Born (Adult ungraded)		X	X									X
Human Resource Center										X		
Migrant Education (Children and Adults)		X										
School Community Coordinator/Community Agent/Parent Coordinator				X		X		X				
School Health Program						X						
Supplemental Reading		X										
Task Force Visitation/Efforts to Establish Closer Coop. w/home						X		X		X		
Teaching English as a Second Language at High School Level		X		X		X	X	X			X	
Teaching English as a Second Language for Adults			X				X				X	
Teaching English as a Second Language at Elementary Level	X	X	X	X	X	X	X	X			X	X
Teaching English as a Second Language at Junior High School	X	X		X	X	X	X	X			X	X
Tutorial (Individuals and samll groups)						X			X		X	

TABLE 7

RELATION OF TOTAL CERTIFICATED PERSONNEL TO PUERTO RICAN CERTIFICATED PERSONNEL IN SELECTED NEW JERSEY PUBLIC SCHOOL DISTRICTS*

September 30, 1968

DISTRICT	TOTAL CERTIFICATED PERSONNEL	TOTAL PUERTO RICAN CERTIFICATED PERSONNEL
Bayonne	461	+
Camden	999	2
Dover	179	+
Elizabeth	867	+
Fort Lee	208	1
Hoboken	399	3
Jersey City	1,765	1
Lakewood	265	1
New Brunswick	381	2
Newark	4,021	5
Passaic	464	+
Paterson	1,228	5
Perth Amboy	364	4
Trenton	947	1
Union City	424	+
Vineland	422	1
West New York	294	+
Woodbine	15	+
TOTALS	13,703	26

+ None

*SOURCE: Selected Characteristics of each New Jersey School, Public School District, and County September, 1967, by M. Jack Krupnick, Office of Statistical Services. Report Number 417 August, 1968, State of New Jersey, Department of Education.

TABLE 8

RELATION OF PUERTO RICAN CERTIFICATED PERSONNEL TO PUERTO RICAN STUDENT ENROLLMENT IN SELECTED NEW JERSEY PUBLIC SCHOOL DISTRICTS*

September 30, 1968

DISTRICT	PUERTO RICAN CERTIFICATED PERSONNEL	PUERTO RICAN STUDENT ENROLLMENT
Bayonne	+	264
Camden	2	1,869
Dover	+	433
Elizabeth	+	817
Fort Lee	1	9
Hoboken	3	2,874
Jersey City	1	4,176
Lakewood	1	330
New Brunswick	2	491
Newark	5	6,325
Passaic	+	1,825
Paterson	5	3,935
Perth Amboy	4	2,033
Trenton	1	818
Union City	+	605
Vineland	1	1,213
West New York	+	184
Woodbine	+	75
TOTALS	26	28,276

+ None

*SOURCE: Selected Characteristics of each New Jersey School, Public School District, and County September, 1967, by M. Jack Krupnick, Office of Statistical Services. Report Number 417 August, 1968, State of New Jersey, Department of Education.

II STATEMENT OF NEED

B. The percentage of children whose mother tongue is other than English, ages 3-18, who come from low income families is 42%.

C. The target groups attend schools in each respective school district which is among those with the highest concentration of children whose mother tongue is not English.

District	School	Total School Enrollment	No. of Students Participating* (Grade 1)
Jersey City, N.J.	Cornelia F. Bradford 96 Sussex Street	502	65 (Est.)
Newark, N. J.	McKinley School One Collonade Place	1555	60 (Est.)
Perth Amboy, N.J.	Public School #10 318 Stockton Street	708	60 (Est.)
Union City, N.J.	Jefferson School 34 W. Palisades Ave.	1170	60 (Est.)
Vineland, N. J.	Dr. Mennies School Third and Elmer Streets	223	60 (Est.)

* These are estimated figures for Grade 1 enrollment, since actual numbers have not yet been formulated due to patterns of in-migration as well as the lack of final selection of kindergarten children for the target first grades. Although the demonstration units contain 305 children (Estimated) the total first grade complement to be affected in the programs equals 791 (Estimated).

III OBJECTIVES

A. Realizing the extent of specific behavioral objectives, the writers have delimited them to the following areas:

1. Program Objectives

To develop bilingual demonstration instructional units in the primary grades.

To prepare Spanish-speaking teachers to function effectively in the Spanish language in bilingual school programs.

To institute undergraduate and graduate teacher education programs for the preparation of teachers in English as a Second Language.

To develop curricula and materials relevant to the needs of non-English speaking children.

To involve parents and community in educational planning, programing, and evaluation.

To involve bilingual parents and community in school and community services.

To prove that successful programs for Spanish-speaking children must include both bilingual and bicultural components.

To develop appropriate evaluative instruments that are non-discriminatory for Spanish-speaking children.

To initiate appropriate orientation programs so that children and parents will be helped in their adjustment to the community, and so that they will be aware of what is happening in the schools.

To encourage the development of state and local advisory groups to serve as a liaison between the schools and the community.

To make research contributions that show the effects of bilingual instruction on learning.

To test the effectiveness of specialized instructional materials.

III OBJECTIVES

2. Performance Objectives

To develop the ability to express oneself in the native language.

Given objects to identify, the child will identify the object in his native language and be tested orally by the teacher, (e.g., able to identify objects in and around the classroom, in his environment and related to his classroom activities).

Exposed to a common experience, the child will express in a sequential and organized manner in his native language, (e.g., daily experience charts will be written and the child will be asked to recite the material in a sequential manner).

Given language instruction, the child will be able to distinguish between his own dialect and the standard dialect spoken in the school (when spoken to) and when required, to respond, (e.g., given ten statements the child will be able to identify those of standard dialect).

To develop the ability to read, to write and to function effectively in the native language.

Given native language instruction, the child will learn to read and to write in Spanish in accordance with his level of maturity as measured by appropriate tests, (e.g., results will be compared on a pre-and post-test basis using both standardized and teacher-made tests).

Concurrent with skill development, the child will select his own reading materials, (e.g., books in the native language will be displayed in a classroom library and will be open to free use by the children).

The child will express his own experiences in written form in his native language, (e.g., by the latter part of grade one the child will write a one paragraph essay correctly).

To develop the ability to understand and to speak English.

Given oral mastery in his native language, the child will transfer these abilities to the second language, (e.g., the

III OBJECTIVES

child will be able to speak and to understand the second language based on his native ability and tested by the classroom teacher weekly).

The learner will develop fluency in English/Spanish in accordance with the objectives of the second language materials,(e.g. oral language fluency will be tested by weekly taping sessions and a tape recorded record will be available for inspection by appropriate authorities).

To develop the ability to read, to write, and to function effectively in the English language curriculum.

Given the ability to read in his native language, the child will transfer this ability to reading in the second language, (e.g. oral and written standardized tests will be given at appropriate times to be designated by the project staff).

Concurrent with English reading ability, the child will select appropriate reading materials, (e.g. a record will be kept of the number of books, numerically and proportionally, both in Spanish and in English).

The child will express his own experiences in written form in English, (e.g. weekly compositions will be assigned to children; the teacher will keep a file of these compositions for comparison and growth purposes to be evaluated by an outside committee of language arts experts).

To develop in children positive attitudes towards oneself and towards others.

Given instruction in the native language, Hispanic culture, tradition, and history, the child will develop a positive self-image, (e.g. a student attitude scale will be constructed and pre-post data analyzed and interpreted).

Given the positive experiences of learning in his native language, the child will transfer this to his second language and to his relationships to his peers and others, (e.g. teacher observation cards will be used to write anecdotal records for each child to determine growth in these areas).

III OBJECTIVES

To help children to understand and to appreciate the world about them.

Given instruction in Spanish and in English using specialized materials, the child will gain a better understanding of the immediate and larger communities about him, (e.g. oral discussions will be taped at the beginning and the conclusion of the school year in an effort to determine the gain in understanding of the interdependence of the immediate and larger communities: such questions as what does the job the the farmer, the fireman, the postman, the truck driver means to you?).

To develop teacher attitude, sensitivity, and skills so that she will be able to:

State rationale for bilingual education.

State rationale for using various materials and instructional approaches based upon sound educational research.

Participate in bilingual and bicultural activities (e.g., songs, dances and conversation in the native language).

Teach satisfactory lessons in the subject matter areas assigned.

Increase the performance levels of her students.

To develop teacher aides who will be able to:

Teach aspects of the curriculum assigned to them.

Assist in reinforcement of teaching activities such as follow-up skills lessons taught by the teacher.

Take courses leading to higher level programs.

To encourage parents to be education conscious and will:

Come to the school and observe the educational program.

III OBJECTIVIES

Volunteer their services to the school (e.g., lunchroom supervision, library helper, office aide).

Develop Spanish language components for the PTA program.

Attend evening courses in the English language and Spanish cultural heritage.

To develop community liaison personnel who will:

Visit the homes of the children periodically.

Maintain open communication between home and school.

Orient new families to the community.

Disseminate information to parents regarding their rights and community services.

The project fulfillment of these behavioral objectives will be measured in a systematic evaluation process elaborated upon in Section XI of this proposal.

IV PROGRAM PROCEDURES

A. One phase of the program procedure represents a small-scale study which will attempt to determine if these are valid reasons for instituting full-scale bilingual programs in the State of New Jersey. Furthermore, on the basis of the evidence, we hope to analyze the effect of native language instruction on the concept development of first-grade children who are of Spanish- speaking backgrounds.

Other phases of the program will include teacher education, para-professional and school district orientation. Therefore, in essence, the primary component of this project is the establishment of ten bilingual first-grade instructional units placed strategically around the State for demonstration purposes.

The age-group determinant was based on community request (Spanish advisory group representatives) and research evidence[1] which indicates that children between ages five through seven use language at an accelerating pace for problem-solving and concept development, making this a most crucial time in the life of a child.

The location and selection of these bilingual units was based on cost, geography, and percent of Spanish-speaking pupils in the districts. The communities selected for the first round are:

1. Jersey City, New Jersey
2. Newark, New Jersey
3. Perth Amboy, New Jersey
4. Union City, New Jersey
5. Vineland, New Jersey

These communities were asked to show good faith by providing funds for some of the costs for instituting the programs in their districts, through either a direct grant, reorientation of other government funds, or on a direct matching fund basis. There was some flexibility built into the approach depending on extant programs and community potential.

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[1] S. H. White, Evidence for a Hierarchical Arrangement of Learning Processes (Vol. II of Advances in Child Development and Behavior, eds. L. P. Lipsitt and C. C. Spiker. New York: Academic Press, 1965)

IV PROGRAM PROCEDURES

The program design for the groups has been developed with the aid of Dr. Vera John of Yeshiva University in New York City; Dr. Nancy Modiano of New York University; Miss Elaine Adler, Consultant in English as a Second Language for the State of New Jersey; and Dr. Anthony E. Conte of the New Jersey Urban Schools Development Council. (See Vitae in Appendix A)

Sample units of study are provided in Appendix B. The basic approaches to be used in each demonstration unit are illustrated below.

Selection of Children

The first grade demonstration groups in the selected districts will be developed in the following manner: Orientation meetings will be held with all kindergarten parents concerning the intent of the demonstration first grade bilingual program. The parents of all the children (Hispanic, Negro, White) will be asked to fill out special forms (in Spanish and/or English) requesting the placement of their children in the bilingual class. It is agreed that children tend to learn from both teacher and peer, therefore, classroom grouping will be done by the principal, on the basis of requests, and, in keeping with the make-up of his target area will form the class as he would with any other group: the same class size, similar breakdown in age, sex, and varied ethnic backgrounds.

Program Design. (Ten [10] First Grade Demonstration Units)

Teacher:	Bilingual
Teacher Aide:	Bilingual
Program and Curriculum:	Program basically the same for all first grades, but taught primarily in Spanish.
Special Instruction:	(a) English as a Second Language, maximum one hour per day. Special instructional materials H-200 (adapted)
	(b) Spanish-English Core Social Studies Program for all first grade in the School.
Children:	Same class size as other first-grade groups (see selection paragraph)

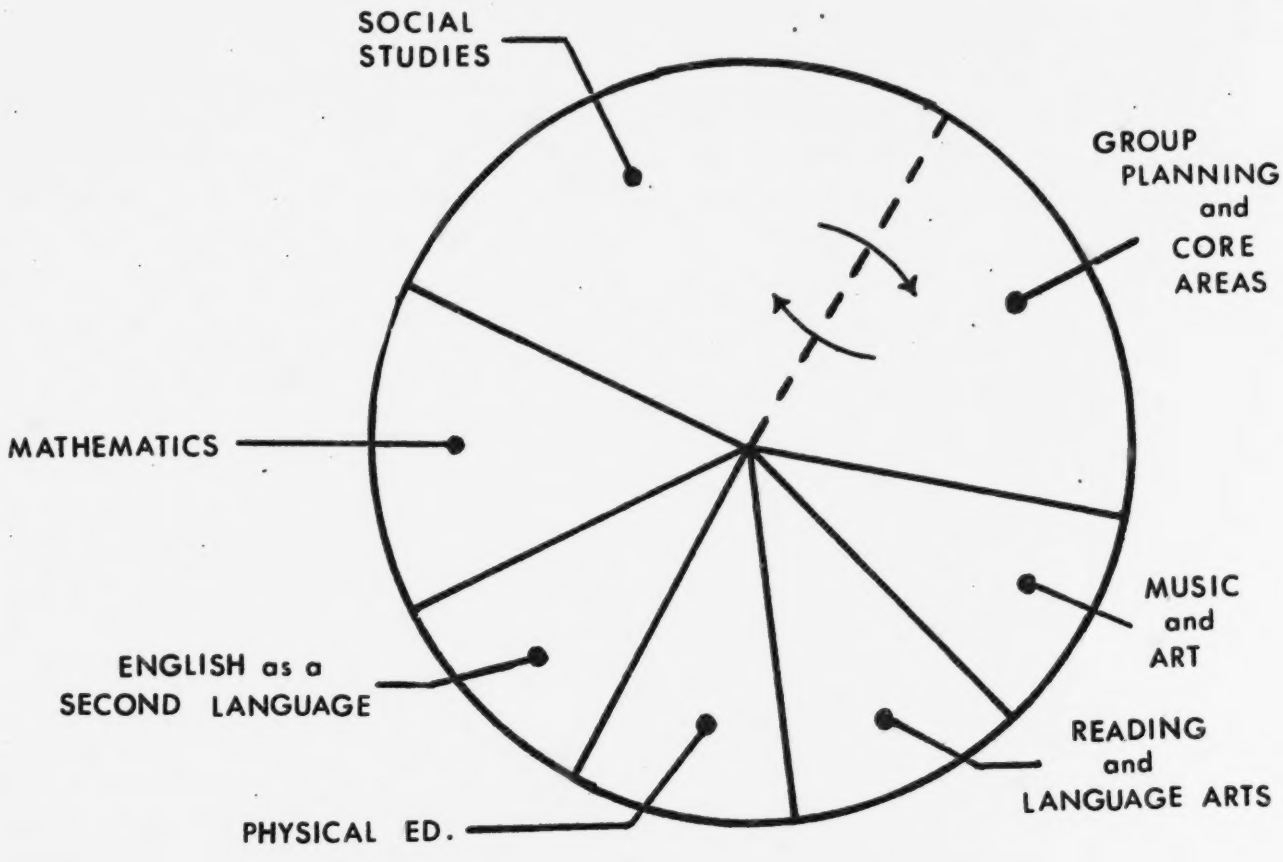


Figure 3

This figure illustrates, graphically, the breakdown of time allotted each week (Minimum: 25 hours) to areas of the elementary curriculum in Grade 1.

Spanish-English Core in Social Studies will be organized on a team-teaching basis. For one forty-five minute period each week, all first grade children in the target school will meet in a large group with their teachers. Prior to this time, the teacher will have met to plan for the large group instruction, and to identify the thematic units to be covered (e.g., home, family, community, pets, Senesh SRA Social Science materials, etc.). These first grade groups will be taught the social studies curriculum in both languages; for example, field trips to the local grocery (Bodega) will culminate in experience charts written in both tongues, questions and discussions will be encouraged in both languages, and related poems, stories and songs will also be taught in both languages. The large group time may also be used for guest lectures, films in both languages, appropriate cultural exchange and demonstrations. These experiences will be extended into the regular classroom during social studies periods with all of the teachers available to exchange classes and to plan cooperatively. These units and programs, which may eventually become a course of study, will be one aspect for in-service training. The teachers will be free to add or to delete from the materials provided. Materials will be translated into both languages, and provide for adequate adaptation to meet group and individual needs. A complete listing of Spanish and English materials is included in Part V of the project.

IV PROGRAM PROCEDURES

Sample Schedule for Bilingual First-Grade Unit

Morning

Activity	Medium of Instruction	Time Allotment
Opening Exercises	Spanish/English	
Mathematics	Spanish/English	45 minutes
Reading and Language Arts	Spanish/English	30 minutes
Physical Education	Spanish/English	30 minutes
Snack		
English as a Second Language/ Spanish as a Second Language		30 minutes

Afternoon

Music and Art	Spanish/English	30 min., (alternate days)
Social Studies (Monday, large group session in Spanish and English; Tuesday-Friday, individual classrooms)		
Science and Physical Education	Spanish/English	20 min., (alternate days)
English as a Second Language/ Spanish as a Second Language		30 minutes
Reading and Language Arts	Spanish/English	30 minutes

IV PROGRAM PROCEDURES

There will be a great deal of flexibility in the program and the time allocations are in accordance with New Jersey State Education Laws Title VIII. During the first six weeks, however, most of the instruction for the Spanish-speaking children will be in Spanish with the other children receiving instruction in English. English/Spanish as a Second Language instruction will be increased to a maximum of one hour by the end of first grade along with the English components of other subject matter areas such as music, art, and physical education in order to obtain a true balanced bilingual program. Identification has been made on the daily program to show which subjects will be taught in Spanish and in English. English-speaking children will not be required to learn in Spanish if problems should arise in the understanding of concepts. Their program will be continued in English and the same will be true for the Spanish-speaking child; if problems should occur in English, their program will be continued in Spanish.

Long Range Programing.

On the basis of what is learned during the first year of operation, curriculum and program revision will be made. The determination of future program goals will be developed through cooperative planning arrangements that will include teachers, superintendents, local advisory groups, the central project staff and the needs of the children.

The phases following this initial one, over the next four years. will either include an extension to the next grade level or additional demonstration groups in the thirteen communities not included in this first round.

	1969-70	1970-71	1971-72	1972-73	1973-74
Program:	Phase I	Phase II	Phase III	Phase IV	Phase V
Progression:	Grade 1	2	3	4	5

The following options and questions must be entertained prior to future decision making:

1. Should the current first grade units be maintained in the initial districts and extended to include Grade Two?

IV PROGRAM PROCEDURES

2. Should the remaining districts receive demonstration first-grade units or other components based on specific needs (e.g., H.S. Soanish-speaking counsellors, development of Human Resource Centers, etc.)?

3. Should emphasis now be placed on undergraduate teacher education and/or para-professional training?

Since New Jersey has never had formal bilingual education, it is imperative that caution be exercised before arriving at program decisions that will be firm commitments. The extent of involvement will be of an on-going nature and will attempt to reflect the real needs of each respective community. The projection above is a vertical one, in that when the demonstration group children reach second grade, there will be additional time allotted for English instruction. Based on the progress of both individuals and groups, English will become the major medium of instruction during the second grade. Maintainance of Spanish will be in the areas of language arts and the social sciences. The major portion of time, therefore, in every grade above grade two will be in the English medium of instruction to afford the child an opportunity to phase into the mainstream of the educational ladder. In this way a criss-cross effect will result with both English and Spanish as a Second Language resulting for each respective child in the program.

In-Service courses will be provided for para-professional and professional personnel possibly on a Saturday-seminar basis---six (6) full Saturdays per year.

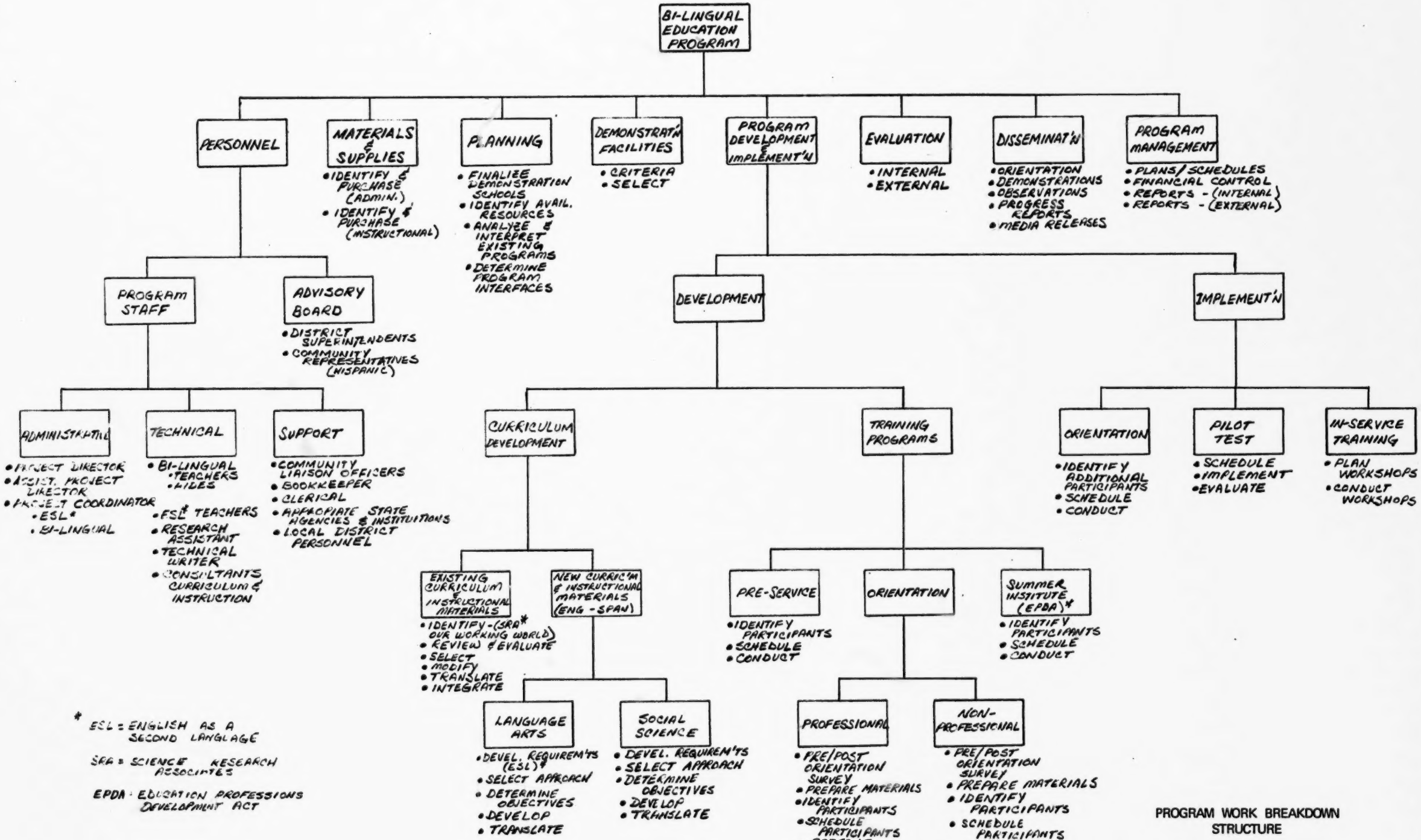
The content of said courses will stress:

1. Planning and organization and evaluation of bilingual programs.

2. Methods and materials for instruction.

3. Bilcultural areas, such as history, culture, sociology of Hispanic groups. (A sample format for in-service programs/ workshops appears in Appendix C)

Non-public school involvment will include the selection of at least three people (our of a total of twenty-one to be trained) from religious orders in the EPDA Institutes in English as a Second Language, sharing of ESL teachers where feasible, participation in all in-service programs and the use of appropriate books and materials from the selected school districts.



* ESL = ENGLISH AS A SECOND LANGUAGE

SRA = SCIENCE RESEARCH ASSOCIATES

EPDA = EDUCATION PROFESSIONS DEVELOPMENT ACT

PROGRAM WORK BREAKDOWN STRUCTURE

FIGURE 4

IV PROGRAM PROCEDURES

B. Procedures For Attaining Program Objectives: The program scope proposed herein, is a comprehensive effort that will have a tremendous impact on Bilingual Education in the State of New Jersey, as well as nationally. Knowledge that the successful completion of this endeavor will depend to a large extent upon our ability to effectively communicate with:

a. local school districts,

b. program participants,

c. the community, and

d. the U. S. Office of Education,

as well as the internal allocation of resources (time, money, and technical performance), has dictated the selection of a sound method of planning and control. We have, in response, selected the PERT System approach for planning and controlling our program.

Determination and definition of program objectives was the inital and most important step in establishing a program plan. These objectives will serve as the yardstick against which all accomplishments will be continually measured and evaluated. Recognition of the requirements has enabled the generation of our Program Work Breakdown Structure (Figure 3) which defines the total scope of the program.

This graphic representation establishes a common framework for the accomplishment of the work to be performed. It also provides a method for the assignment of responsibilities, delineates a means for measuring progress and provides a basis for uniform planning and program visibility.

Based on our Program Work Breakdown Structure, our next step was the development of a PERT Network (Figure 4). This PERT Network sets forth the nature, sequence and interrelationship of the supporting objectives (tasks) which must be accomplished to achieve the overall program goal. In addition, the Network specifies the increments of time required to complete the total program effort.

Examination of the Network will clearly indicate the manner, order and scheduled time in which the program activities are to be completed.

IV PROGRAM PROCEDURES

The Status Report (See attached) will be our standardized internal approach for reporting progress against our plan, during the conduct of this program. This report will be required on a bi-weekly basis from key program personnel. This incremental assessment will enable us to evaluate our program posture as it relates to the plan. Any necessary changes in direction or work assignments will be made at this time and the PERT Network readjusted accordingly. The flexibility of the PERT System will permit changes in plan, (should changes be required) while still maintaining the scheduled start date of our program implementation (pilot test).

IV PROGRAM PROCEDURES

BI-WEEKLY STATUS REPORT

Program:_____ Submitted By:_____

For Period Ending:_____

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1. Summary of Accomplishments (previous two weeks). Attach all copies of pertinent documentation.

(For Local Dissemination)

2. Schedule status (identify all slippages and funds obligated):

3. Summary of Planned Effort (next two weeks):

4. Identify Real and/or Potential Program Areas:

5. Action Requested of Project Director:

External progress reports concerning program status will be submitted to the U.S. Office of Education on a monthly basis. We propose to accomplish this through the use of a Monthly Summary Status Report (See attached). The data source for this report will comprise that pertinent information contained in the Bi-Weekly Status Reports, previously described.

MONTHLY
SUMMARY STATUS REPORT

Date:
To:
From:
For Month Ending:

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1. Summary of Accomplishments (previous month). Attach all copies of pertinent documentation.

(For Dissemination)

2. Schedule status (identify all slippages):

3. Financial Status (Funds obligated):

4. Identify Real and/or Potential Problems Areas:

5. Action Requested of U. S. O. E. :

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

A. Except for the development of some education experimentation in our State under other federal titles in the past, the practice has been to place the non-English-speaking child in a standard English-speaking classroom. Studies based upon this practice have shown that the non-English-speaking child is not learning at the same rate as his English-speaking peers.[2] Additional research indicates that this practice must be replaced with educational programs taught in the student's native language while the child is being taught to speak English in a systematic manner.[3] A child who is not afforded the opportunity to receive instruction in the only language in which he can communicate may suffer setbacks in his rate of learning and fail to develop into a productive adult, contributing to his community.

B. A selected bibiography of research, background information, and programs in bilingual education is included in Appendix D.
In addition the following experimental program have

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[2]Finnocchiaro, M. - "Random Thoughts on Teaching English as a Second Language" TESOL Newsletter, Vol. 1, p. 8; April 1967.

_____. "Teaching the Spanish-Speaking Child in New York City" On Teaching English to Speakers of Other Languages Series 3 TESOL Conference, March 1966, p. 58-63.

Guerra, M. H. - "Why Juanito Doesn't Read" - California Teachers Association Journal, Vol. 61, p. 17-19.

Urquides, M. - "Spanish for the Spanish-Speaking Implication for Teachers in the Spanish Southwest.

[3]Gaardner, A. B. - Statement Before the Special Senate Sub-committee on Bilingual Education, TESOL Newsletter, Vol. 2, P. 22 -22; Jan-March 1968.

Modiano, N. - "A Comparative Study of Two Approaches to the Teaching of Reading in the National Language", N.Y.U., 1965; Project #5-443-64-I.S.O.E.

tested the comparative effectiveness of instruction in the mother tongue and instruction in a second language.[4]

1. The Philippines, Iloili Province:

Experimental Group:
Grades I and II - Reading, Mathematics, Social Studies (instructed in Hiligayon, the local vernacular)

Grade III - Reading, Mathematics, Social Studies (instructed in English)

Control Group:
Grades I, II, III - Reading, Mathematics, Social Studies (instructed in English)

Findings: "At the end of the first and second grades, tests were given in reading, arithmetic and social studies. The performance of the vernacular-educated children was superior to that of the English-educated children.

In the third grade, the experimental group began instruction in English. Within six months, their ability to speak and understand English equalled that of the control group, which had been instructed in English since the first grade. By the end of the third grade, children with a two-year foundation in the vernacular performed better on oral English tests, and only slightly worse on written English tests, than the control group. At the same time, the experimental group continued to surpass the control group in reading, arithmetic and social studies."

2. Sweden:

Experimental Group:
Ten weeks - Reading (instructed in Pitean-Local Dialect)
Beyond - Reading (instructed in Literary Swedish)

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[4]Tomi D. Berney and Anne Eisenberg - "Doble Research Supplement," Digest of Bilingual Education, (December, 1968) pp. 1-5

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

Findings: "At the end of the first ten weeks, the Pitean-taught group had progressed further in reading than the Swedish-taught group. At the end of a year, the experimental group did significantly better on word recognition and in speed and accuracy of reading in literary Swedish than the control group did."

3. Chiapas, Mexico:

Student population - Three Indian Tribes
Teacher population - Local Population

Experimental Group:
K - Reading (instructed in Vernacular)
GR-1- Reading (instructed in Spanish)

Control Group:
K-1- Reading (instructed in Spanish)

Findings: "Reading tests conducted in Spanish showed that students initially taught in the vernacular read with greater comprehension than those taught from the beginning in Spanish. The study also suggests that the teachers' ability to communicate with students may have outweighted their training or educational level."

4. San Antonio, Texas:

Harlandale Independent School District - Four elementary schools 1966-67
Student population - Mexican-American

Experimental Groups:
Grade 1 - One in each of four elementary schools (instructed Bilingually in Spanish and English)

Control Groups:
Grade 1 - (instructed in English only)

Findings: "Tests at the end of the school year showed that: the bilingual sections did as well in reading English as the classes instructed in English only; pupils in all four experimental sections could speak, read and write in both Spanish and English at the end of the first grade; and three of the four bilingual classes made more progress in every

measure (communicative skills, conceptual development, and social and personal adjustment) than those children taught in English only. The project was extended for a second year and tests were again administered. They indicated basically the same results as the first year's tests.

The program is now in its third year. The number of bilingual classes has expanded to 30, and are conducted in first through third grade. The pupils who were in the first experimental classes are now in third grade. As a matter of general interest, the school superintendent notes that there is significantly more participation among those parents whose children are involved in bilingual classes than among those parents whose children are in conventional classes. In addition, teachers in the program feel the bilingual pupils have a "better self-concept" and "greater pride in their home culture and its language."

5. Miami, Florida:

Coral Way Elementary School

Grade I, III (Spanish speakers only)
All subjects taught: A.M. in mother tongue (Spanish)
P.M. in English (ESL)

Grades I, III (English speakers only)
All subjects taught: A.M. in mother tongue (English)
P.M. in Spanish

Findings: "This program has been in operation for five years. According to a three-year evaluative study, the bilingual program is as effective as the regular curriculum in achieving progress in paragraph meaning, word meaning, spelling, arithmetic reasoning, and arithmetic computation for English and Spanish-speaking pupils. Although, at the end of the third year, the students were not yet as proficient in their second language as in their native language, they had made impressive gains in learning their second language."

On the basis on this survey, the Advisory Board decided on the proposed program for 1969-70. It will serve one of the most crucial

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

instructional levels. Children who are in the six year age range are "ready" to extend their native language skills, and are ripe for the slow introduction of a second language program. There is considerable evidence to show that any earlier introduction of the second language (before age five) would be confusing and may actually retard the acquisition of both the native and the second language.

The program described in part IV is designed to help the child master the structures of his native tongue and "prepare" for the introduction of a second language.

In order to foster the learning of both languages, special techniques, activities and materials will be utilized. A unique program development at U.C.L.A. under the direction of Robert Wilson consists of English components, listening skills components, sound production, fluency, and the development of language for thought, and is especially designed for primary groups. This program (H-200) is currently at the forefront in terms of both hard and software materials, and was recommended by language experts at the 1969 TESOL Convention in Chicago.

For the purposes of the New Jersey Bilingual Education Program, these materials will be adapted accordingly. The remainder of the program is designed to include all the elements of a good early childhood curriculum, and is modeled after the one developed by the National Association for the Education of Young Children for the Bureau of Indian Affairs, Washington, D. C., U. S. Department of Interior, 1968. The overall program will contain the following features:

1. Language and concept development through curriculum experiences, in the mother tongue.
2. Development of second language learning readiness.
3. Development of social living concepts.
4. Development of aesthetic appreciation.
5. Development of an appreciation of one's cultural heritage.
6. Development of mathematical, physical and natural concepts.

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

7. Development of health and safety concepts.

8. Development of an interdisciplinary approach to the social studies.

Spontaneous and structured approaches will be utilized in the introduction of English as a Second Language. Under no circumstances will there be undue pressure to use English, and the participation of children in learning experiences will be encouraged through the use of interesting materials, field trips, art, music and dramatics, and all the other qualities inherent in a good learning situation. The concentration of language, however, will be primarily in Spanish. The language arts areas, math and physical science will use the native tongue for instruction, social studies will be taught in both languages. (See Part IV For Program Design)

Classroom organization will be flexible and will attempt to utilize the skills of the teacher aide. In this way the teacher will have an opportunity to work with large as well as small groups or individuals, if necessary. The same will be true for the teacher aide, who will be bilingual and receive some pre-service and in-service instruction as to her role in the classroom.

Standard materials and aids will be provided, as well as any special audio-visual or other materials that may be required for a quality program. Therefore, beyond the special languages features, the curriculum for all first-grade groups will follow that of any other primary class in the respective school system.

C. In addition to the approaches and recommended activities associated with the H-200 materials, the methodological practices will include appropriate early childhood techniques mentioned previously; the following approaches will be explored by all teachers in demonstration schools:

1. Appropriate thematic developments for early childhood (season neighborhood, community helpers, etc.)

2. Overall goals cooperatively developed for the year with other teachers at that grade level.

3. Appropriate poems, stories, games, dances, finger plays, etc.

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

4. Special emphasis items-holidays, folk festivals and songs.

5. King materials and approaches.*

There will be an attempt to integrate the language learning system with the learning process (conceptual development) so that children are not learning compartmentalized materials. In addition, opportunities for "mixing" groups will be provided through common experiences in physical education, auditorium programs, music, art and lunch periods (if applicable).

"Our Working World" (SRA) materials will be utilized in the interdisciplinary social science approach in both languages. These materials represent a total learning package and with appropriate adaptation they will be used by all first grades in the demonstration schools.

In the Jersey City State College Curriculum Materials Center an instructor will be hired on a half-time basis to:

1. Assist in gathering and cataloging existing materials in bilingual education.

2. Examine these materials for appropriateness and relevancy to the New Jersey Bilingual Education Program.

3. Develop and field test those materials not available from commercial sources.

4. Establish a "hot-line" system in response to field problems and questions, and to obtain information regarding existing materials

5. Assist the dissemination service with listings and samples of materials.

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*Paul E. King - Bilingual Readiness in Primary Grades - An Early Childhood Demonstration Project - December, 1966, Project # D-107 Contract # OE-4-10-101-U.S. Department Health, Education and Welfare (Washington: Government Printing Office, 1966)

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

Proposed Basal Textbooks - Bilingual Program

Reading (English):

Miami Linquistic Readers
D. C. Heath and Co.; Boston, Massachusetts

Fries American English Series, Books 1-2
D. C. Heath and Co.; Boston, Massachusetts

American English Series, Books 1-2
(Revised Edition of Fries American English Series)

Chandler Series - Language Experience Approach
(English-Spanish)

Reading (Spanish):

"Por el Mundo del Cuento y la Aventura, Pre-primer-Book V
Laidlaw Bros., Inc., River Forest, Illinois

Lengua Espanola, Libros 1-5
Almendros-Alvero
Cultural Centroamericana, S.A.; Guatemala, Guatemala

Chandler Series (in Spanish)

Por el Mundo del Cuento y la Aventura (Readiness-Book VI)
Laidlaw Brothers, Inc., River Forest, Illinois

Language:

Legua Espanola (Libros 1-6)
Almendros-Alvero
Cultural Centroamericana, S.A.; Guatemala, Guatemala

Science:

La Ciencia, Books 1-4* (5-6in preparation)
D.C. Heath and Co.; Boston, Massachusetts

Nuestro Mundo, Libros 1-VI
Elio Arrechea Rodriquez

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

Cultural Venczolana, S.A.; Caracas, Venezuela

Elementos de Ciencias Naturales (7th and 8th Grades)
Alberto E.J. Fresquet
Editorial Kapelusz; Buenos Aires, Argentina

Mathematics:

Matematica Moderna* (Books 1-2)
Pablo Roca (Translated by)
Silver Burdett and Co.; Atlanta, Georgia

Health:

El Camino Hacia la Salud,* Books 1-6
Laidlaw Bros. Inc.; River Forest, Illinois

Additional sample materials are included in Appendix B. Since few materials have been developed in this state and before final selection is made for implementation of materials, a trial period will preceed their adoption. On-going evaluation and development will be made by the curriculum consultant of the Bilingual administrative unit at Jersey City State College.

VI PERSONNEL

A. The administrative structure of this project will include a director and his assistant, as well as a full-time Bilingual Coordinator. The administrators and coordinator at this level will plan the total program and implement it in the selected school districts during the first project year. Each individual will be selected on the basis of competence, experience and background. It will be their responsibility to see that all components of the program function satisfactorily and help those districts that require assistance.

Additional full and part-time personnel will include a researcher; a curriculum coordinator; and other appropriate personnel to complete the staff along with per-diem consultants to be included when necessary.

A full-time secretary and clerk-typist will be on duty in an office-suite set aside for the New Jersey Bilingual Education Program at Jersey City State College.

Length of service for all positions will be in accordance with the school calendar of either the local schools involved, the Vineland School District or Jersey City State College, if any personnel are drawn from that source. The determination will be made by the project director should any questions arise. Salary scales will be commensurate with the local district in which the demonstration units will function and the teacher or para-professional will become an employee of that district for the contract year. (See Appendix E)

STAFF RECRUITMENT AND TRAINING

In all cases an effort will be made to recruit appropriate staff from the local school area. Those staff members to be hired in local districts will be subject to the district requirements for personnel both professional and para-professional.

Any additional recruitment will take place through the administrative unit organizing the total program and will include an interview with the advisory board consisting of members of the eighteen cooperating districts and members of the community.

ADMINISTRATIVE AND SUPERVISORY

B. 1. Project Director: Ph.D., ED.D. or equivalent in Administration and Program Supervision, background and experience in bilingua

VI PERSONNEL

and/or bicultural education, in-service education and/or the ability to work and direct project writers; coordinating and human relations skills essential. Must be able to gain the respect of community and professionals at local, state and national levels. (Estimated Salary: $11,000 - $13,000)

2. Assistant Project Director: M.A. or equivalent in the field of bilingual education, ESL or related field, accomplished project writer, coordinator-administrator. Must be able to assume director's role and function: coordinate in-service programs, program development for community residents and school personnel. (Estimated Salary: $9,000 - $11,000)

3. Bilingual Unit Coordinator: Minimum education M.A. or equivalent, bilingual, experience with bilingual programs and ability to supervise those programs, designer of in-service education programs for professionals and para-professionals preferred. (Estimated Salary: $8,500 - $10,000)

4. Research Assistant: B.A. degree, to aid in the gathering and interpretation of research data and analyzing its implications. To research for tests of a non-discriminatory nature to Spanish-speaking children (Full time) (Estimated Salary: $8,500 - $9,500)

5. Curriculum and Materials Coordinator: B.A. degree plus experience in teaching children from Hispanic backgrounds, graduate courses and background in curriculum construction and design. (Full or Part-time)(Estimated Salary: $4,000 - $7,000)

SECRETARY AND CLERICAL STAFF

1. Secretary: High School graduate or equivalent, preferably bilingual, ability to take shorthand, type, simple bookkeeping operations. (Estimated Salary: $4,500 - $5,500)

2. Clerk Typist: High school graduate or equivalent, bilingual preferred, typing ability. (Estimated Salary: $4,500 - $5,000)

3. Head Bookkeeper: Qualified and bonded bookkeeper or accountant for Vineland, New Jersey Board Office to handle grant monies. (Estimated Salary: $5,500 - $6,000)

VI PERSONNEL

SCHOOL DISTRICT PERSONNEL

1. Bilingual Teacher: Bachelor's degree or equivalent, Spanish-speaking or Spanish and English-speaking teacher with emergency, provisional or regular New Jersey Elementary Certification. Preferably with primary grade experience.

2. Bilingual Aide: High School graduate or equivalent, Spanish and English speaking to help teacher in elementary classroom to individualize instruction. Sensitivity to children's needs most important criterion experience with children helpful.

3. Community Liason Officer: High School graduate or equivalent, to visit homes of Spanish-speaking students, aid in orientation programs for newly arrived parents, keep channels of communication open between school and community.

SPECIAL PER DIEM CONSULTANTS

Special per diem consultants will be hired for the evaluation of the program in terms of attaining its objectives, its design and as a part of a team of experts to provide an on-going internal evaluation. These may include:*

Dr. Francisco Cordasco, Montclair State College
Dr. Vera Johns, Yeshiva University
Dr. Nancy Modiano, New York University
Dr. H. E. Plyler, University of Puerto Rico

Members from community and state advisory groups will be included as well as members of the staff of the New Jersey Urban Schools Development Council and the New Jersey State Department of Education.

It is anticipated that contracted services for consultants will be.for approximately thirty (30) days @ $100 per day as required.

*See Vitae in Appendix A.

VII FACILITIES, MATERIALS AND EQUIPMENT

A. The five local districts have allocated two classrooms each in the following schools for the project.

District	School
Jersey City, New Jersey	Cornelia F. Bradford School 96 Sussex Street
Newark, New Jersey	McKinley School One Collonade Place
Perth Amboy, New Jersey	Public School #10 318 Stockton Street
Union City, New Jersey	Jefferson School 34 W. Palisades Avenue
Vineland, New Jersey	Dr. Mennies School 3rd and Elmer Streets

In addition, in each district, conference room space has been made available. Jersey City State College has given the project a two-room office suite to accomodate the administrative and secretarial staff as well as setting aside space in the new library building, or if necessary, additional office areas for curriculum materials and/or books on related topics. Work areas and conference rooms will also be provided on request.

Audio-visual equipment will be provided as required in each district as well as T.V. tapes, cameras and other equipment related to video taping.

College facilities, materials and equipment will be provided through either local or college facilities, including language laboratory facilities.

B. If any new equipment is purchased it will be in the form of special experimental materials, file cabinets, desks, chairs, and shelving not provided by Jersey City State College. Very little funding will be required in this area. However, some new books, supplies and teaching kits may be required to meet the special needs of children in the target schools.

VII FACILITIES, MATERIALS AND EQUIPMENT

C. The New Jersey Urban Schools Development Council has funded some of the initial and on-going aspects of this proposal and will involve itself more deeply next year with possible experimental student or exchange teaching programs on a state-wide basis paralleling the approach used in the proposal.

The Tenafly, N.J.P.D.Q. Learning Center has also agreed to coopera with the project in terms of developing appropriate video tapes and observation facilities for the programs. Investigation of the Federal Surplus Property Disposal Program will be made as dictated by the Program components.

VIII COMMUNITY INVOLVEMENT

A. The involvement of the community at the state level has been apparent throughout the development of this proposal. Eighteen members of the Hispanic communities have given both ideas and time. They have visited Washington for purposes of orienting national officials to the special needs of the children in New Jersey of Spanish-speaking backgrounds. Their support of this proposal is crucial, for it represents the future of countless thousands of children both in schools and those about to come to the schools.

In each of the affected school districts, superintendents will be requested to include representatives of the Spanish-speaking community in advisory groups so that their voices in terms of school program and policy may be heard.

Each evaluation committee to be developed by the administrative unit of this project will include a community representative for the purpose of field observation and recommendation.

The advisory board of the total project will include representation similar to the current membership of this board. (e.g. two members of the Spanish-speaking community, the project director, and representatives from the local school districts)

B. Other public and private educational institutions and agencies joining with the program are:

Montclair State College
Glassboro State College
University of Puerto Rico
Newark State College
N. J. Catholic Conference
Rutgers University
Archdiocese of Newark
Metropolitan Life Insurance Co.
Department of Community Affairs (Model Cities)
New Jersey Urban Schools Development Council

These colleges are providing courses and programs leading to either basic teacher certification for Spanish-speaking teachers as well as appropriate adult education programs in basic English and Spanish culture.

The components of the 1969-1970 project does not include an undergraduate minor for bilingual teacher training, however, in the future this component will be added since it was the decision of the communities to put most of these initial funds into demonstration classes.

VIII COMMUNITY INVOLVEMENT

Montclair State College, however, has developed an ESL minor. (See Appendix F) Jersey City State College will continue under its own funds along with those of the New Jersey Urban Schools Development Council to experiment with undergraduate teacher education programs designed to aid in bicultural understanding. Tuition free courses will be offered to Spanish speaking teachers and parents who wish to develop greater skills in the use of English and teaching skills in Spanish. In the future a course sequence will be developed for Spanish-speaking students to qualify as bilingual and ESL teachers to supplement the paucity of experienced and/or qualified teachers in New Jersey.

Potential guidance counselors, who are bilingual in background, will be encouraged to join the new psychology program at Jersey City State College so that the needs in this area can be met. This component will be included in future funding requests. Rutgers University and other private colleges and universities are included in this training program.

The parochial and private schools of New Jersey will benefit by the training of ESL teachers in the two EPDA Institutes offered under New Jersey and University of Puerto Rico auspices (See Appendix G). In addition, they will be invited to observe the bilingual first grade units to be developed on a regional basis. If possible, materials will be shared where available.

The Occupational Center at Jersey City State College will provide tuition free courses based on the surveyed needs of the local community in any occupational area requested by the advisory board, providing there is a sufficient student response (10 or more students).

Jersey City State College will establish a Bilingual Education Program Center with the library and personnel already mentioned in Part VI of the Proposal including the facilities and equipment described in Part VII of this Proposal.

An industrial consultant service (at the Bilingual Education Program Center) will be made available on a per diem cost basis to aid local industry in educating their Spanish-speaking personnel for more effective job performance.

Appropriate experts in ESL and Bilingual Education will be drawn from New Jersey public and private colleges and universities, industry, and other sources, to serve on the internal audit evaluation team.

IX SUBCONTRACTING

A. Communications Technology Corporation
Management Planning Assistance
(See Appendix H)

B. March 28-May 5, 1969

C. Fixed price contract #CTC - 39 - 203

D. Funds to be paid under contract $1,350.

E. Communications Technology Corp.

#CTC - 39 - 203 for program management, planning operations, scheduling procedures, evaluation of progress, project structure breakdown, graphic presentations, program visibility and program mmanagement network

F. Acting Project Director assumes the responsibility for the control and supervision of subcontracted services (Dr. Irving Bloom)

Other subcontracted services will include:

1. Development of Evaluation Policy and Procedures

2. Development of Educational Audit Policy and Procedures

3. Construction of Testing and Measurement Instruments

4. Consultant services

To date the aforementioned subcontracted services have been listed. Additional services contracts will be initiated as needed by the Director of the project in keeping with the PERT systems analysis.

X BUDGET REQUIREMENTS

All components will be funded through the Vineland Board of Education except for matching funds for personnel from Jersey City State College and other (Total) LEA's

A. School District Ten (10) Demonstration First-Grade Units:

SCHOOL DISTRICTS

1. Jersey City, New Jersey
2. Newark, New Jersey
3. Perth Amboy, New Jersey
4. Union City, New Jersey
5. Vineland, New Jersey

Expenses Classification	Expenditures
Administration (total)	$ 64,600.
Instruction (total)	120,330.
Travel	11,875.
Contracted Services	12,100.
Operations of Plant	600.
Fixed Charges	29,528.
Materials and Supplies	15,500.
Equipment	6,038.
In-Service Program/workshops	Incl. in contracted services
Dissemination Services	4,000.
Total Expenses	$264,571.*

*The funding requested is in addition to the $8,000. spent (Est.) in preparation of this final proposal.

B. F Y 1970-71 $500,000.
F Y 1971-72 750,000.
F Y 1972-73 1,250,000.
F Y 1973-74 2,000,000.

CENTRAL ADMINISTRATIVE UNIT

JERSEY CITY STATE COLLEGE

Expenditure Account No. 100 Administration

Expense Class	Name and Title Purpose or Item	Project Time Full	Project Time Part	Quanity	Salary Rental	Budgeted Amount
Salaries Professional	_____Project Director*	X			$21,600.	$12,600.
	_____Ass't Project Director	X			11,000.	11,000.
	Bilingual Coordinator	X			10,000.	10,000.
	Research Assistant	X			9,500.	9,500.
	Curriculum Materials Coordinator		X		10,000.	5,000.
Salaries Non-Professional	Secretary	X			5,500.	5,500.
	Clerk Typist	X			5,000.	5,000.
				Total		$58,600.

*

Jersey City State College will contribute $9,000. of the $18,000. salary of a full professor assigned to this project. The remainder of the costs $9,000. plus $3,600. administrative overtime will be funded by the project.

JERSEY CITY PUBLIC SCHOOLS

EXPENDITURE ACCOUNT NO. 200, INSTRUCTION

Expense	Class	Name and Title	Project Time Full	Part	Quantity	Salary	Budget
Salaries Professional		(2) Bilingual Teachers Local schools will pay for one teacher.	X		2	$16,000.	$8,0 0
		(1) ESL Teacher		X		4,000.	—
Salaries Non-Professional		(2) Bilingual Teacher Aides	X		2	4,800.	9,600.
		(1) Bilingual Community Liason Officer	X		1	5,000.	5, 0
					Total		22,600

EXPENDITURE ACCOUNT NO. 100 ADMINISTRATION OTHER EXPENSES

DISSEMINATION COSTS

Conferences and Meetings	$2000.
Newsletters	1000.
Convention	1000.
Total	$4000.

NEWARK PUBLIC SCHOOLS

EXPENDITURE ACCOUNT NO. 200, INSTRUCTION

Expense	Class	Name and Title	Project Time Full	Part	Quantity	Salary	Budgeted
Salaries Professional	(2)	Bilingual Teachers	X		2	$20,000.	$20,000.
	(1)	ESL Teacher		X	1	5,000.	———
Salaries Non-Professional	(2)	Bilingual Teacher Aides	X		2	3,240	6,480.
	(1)	Bilingual Community Aid (Liason Officer)	X		1	3,240	3,240.
					Total		$29,720.

PERTH AMBOY PUBLIC SCHOOLS

EXPENDITURE ACCOUNT NO. 200, INSTRUCTION

Expense	Class	Name and Title	Project Time Full	Project Time Part	Quantity	Salary	Budgeted
Salaries Professional	(2)	Bilingual Teachers	X		2	$8,500.	$17,000.
	(1)	ESL Teacher		X	1	4,600.	—
Salaries Non-Professional	(2)	Bilingual Teacher Aides	X		2	4,000.	8,000.
	(1)	Community Liason Officer-Bilingual	X		1	5,000.	5,000.
		School district will assume 1/2 cost.					
					Total		$30,000.

UNION CITY PUBLIC SCHOOLS

EXPENDITURE ACCOUNT NO. 200, INSTRUCTION

Expense	Class	Name and Title	Project Time Full	Project Time Part	Quantity	Salary	Budgeted
Salaries Professional	(2)	Bilingual Teachers	X		2	$15,000.	$7,500.
	(1)	ESL Teacher		X	1	4,000.	——
Salaries Non-Professional	(2)	Bilingual Teacher Aides	X		2	4,000.	8,000.
	(1)	Bilingual Community Liason Officer	X		1	5,000.	5,000.
					Total		$20,500.

VINELAND PUBLIC SCHOOLS

EXPENDITURE ACCOUNT NO. 200, INSTRUCTION

pense	Class	Name and Title	Project Time Full	Part	Quantity	Salary Rental	Budget Amount
laries ofessional	(2)	Bilingual Teachers Local school district will pay for one teacher.	X		2	$19,500.	$9,750
	(1)	ESL Teacher Local school will assume costs.		X	1	6,450.	---
laries on- ofessional	(2)	Bilingual Teacher Aides (One aide paid by district)	X		2	5,520.	2,760
	(1)	Secretary-Bookeeper for project funds and related activities. Vineland serves as LEA	X		1		6,000
	(1)	Bilingual Community Liason Officer	X		1	5,000.	5,000
					Total		$23,510

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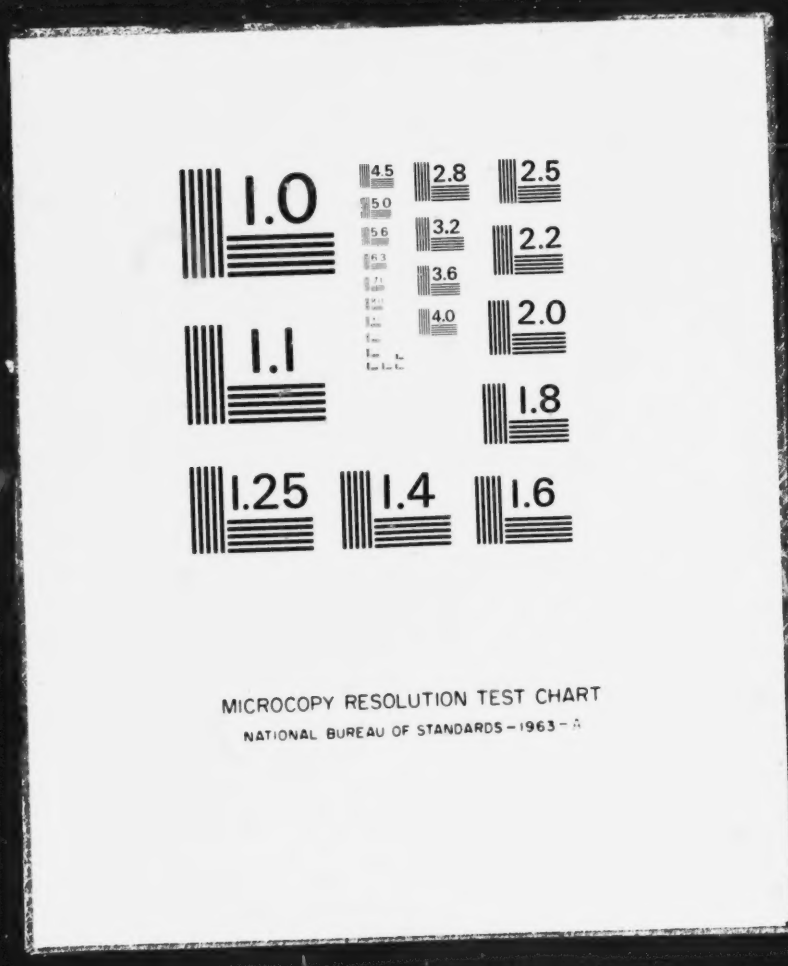

EXPENDITURE ACCOUNT NO. 200, INSTRUCTION

Expense Class	Project Time Full	Part	Quantity	Salary, or Unit Cost	Rental	Budgeted Amount
Contracted Services						
Communication Technology Corp. "Pert" Systems Group (contract)		X	10 days @	$135.		$1,350.
Education Audit (outside) Evaluation (contract)		X	30 days @	$125.		3,750.
Consultants:		X	5 days @	100.		500.
		X	5 days @	100.		500.
		X	5 days @	100.		500.
		X	5 days @	100.		500.
		X	5 days @	100.		500.
		X	5 days @	100.		500.
In service Education			10 Meetings @	150.		1,500.
Materials and Supplies			12 mos.			5,500
Text books, films, records, and related instructional materials						10,000.
Travel						
Local travel			20,000 @	.10		2,000.
Conferences			20.000 @	.10		2,000.
Per diem			100 days	25.00		2,500.
Special trips			100 days	25.00		2,500.
Consultants						
Travel			20,000	.10		2,000.
Per diem			35 days	25.00		875.
Other Expenses						
Typewriters	X		2	250.00		500.
Mimeograph	X		1	1,600.		1,600.
Thermofax Sect. 3-M	X		2	410.		820.
			Total			$39,895.

EXPENDITURE ACCOUNT NO. 500

Pupil Transportation Services

Expense	Purpose		
Bus transportation for 10 classes of children for 50 field trips	@ $50. per trip		$2,500.

EXPENDITURE ACCOUNT NO. 600

Operation of Plant

Expense	Purpose	Project Time	Quantity	Salary Rental	Budgeted Amount
Telephone	expenses for project year. Installation plus monthly billing.	12 mos.	3 phones	$50.	$600.

TOTAL BUDGETED AMOUNT

Expenditure Account No. 800

Salaries			
Professional	1.	Social Security	$5,297.
	2.	Pension	9,932.
	3.	Workmen's Comp.	2,207.
	4.	Hospitalization	4,214.
		Total	$21,650.
Non-Professional	1.	Social Security	$ 3,580.
	2.	Workmen's Comp.	1,492.
	3.	Hospitalization	2,806.
		Total	$ 7,878.

TOTAL BUDGETED AMOUNT

Central Administrative Office
Jersey City State College

Expenditure Account No. 1230

	Quantity	Unit Cost	Budgeted Amount
File Cabinets	5	$50.	$250.
Desks	4	140.	560.
Sec. Desks	2	150.	300.
Chairs (steno)	2	75.	150.
2 Tables	2	75.	150.
Chairs (sec)	2	75.	150.
Bookcases	6	60.	360.
Chairs (swivel)	2	104.	208.
Side Chairs	2	75.	150.
Dictating Machines	1		290.
Teaching Machines	4	150.	600.
Film and slide projectors	2	125.	250.
Total			$3,418.

XI EVALUATION

The Evaluation techniques and procedures described in the following section pertain to the Objectives which were discussed previously in Section III of this Proposal. As may be noted in Section III, the Objectives for this particular ESEA Title VII program are categorized as: (1) Program; (2) Performance which includes a performance evaluation of the behavior of children, teachers, teacher aids, community liaison personnel, and parents.

As is requested in the "Manual for Project Applicants and Grantees" concerning Evaluation Procedures, the methods and procedures which are discussed in this Evaluation Section will be performed by an impartial outside evaluating agency. Although this educational audit will be performed by the outside agency, it is hoped that the Evaluation Objectives formulated in this proposal, and the evaluative methods and procedures discussed in this proposal, will be followed as closely as is feasibly possible by the outside agency since the writers of the proposal are sincerely interested in obtaining a meaningful and valid evaluation of the stated objectives.

With regard to the manner in which the outside impartial agency will be chosen to evaluate this project in its operational stage, a list of educational consulting groups will be obtained, and it will be the responsibility of the Director of the proposed project, in concurrence with his Advisory Board of Professional and Lay Members, to decide which outside impartial agency can conduct the most valid and meaningful educational audit of the project.

At the present time, it is anticipated that any evaluation of this project would be conducted on both a continuous and final basis by both internal and external evaluative groups. With regard to the continuous evaluative factor, it is planned that as one integral aspect of their responsibilities and duties, certain selected members of the administrative team, Hispanic community, and consultants in this project would continuously collect and analyze basic quantitative data concerning the project so that they would be able to determine (on at least a bi-monthly basis) whether the program is deteriorating numerically with regard to what are considered to be important features or aspects of the program. Also, it is anticipated that the external agency will also become involved with a continuous type of evaluation (possible every six months) so that they can also be aware whether there are any obvious signs of deterioration concerning any aspect of the program.

Before any specific procedures concerning evaluation techniques are discussed, it should be noted that a relatively valid research design was constructed so that meaningful data could be collected for

this proposed study. In five randomly selected different school buildings, two classes were chosen in each school building for the first-grade demonstration units. If relatively technical research terminology were to be utilized, it could be said that random classes were chosen from a random school building to be exposed to this experimental independent variable of Spanish/English as a Second Language, and this group - by the process of random choice - was comparable to any other class in the same school building which was not chosen to be exposed to this program. Therefore, if base data are collected for all classes by means of a pre-test administration of any quantitative evaluative measuring instrument, and the same on similar quantitative evaluative instrument is administered to all the classes at the end of the educational experience, any changes that occur in the class exposed to the program which do not occur - to the same degree - in the other classes in the same school building could be attributed to the instructional program which is being proposed in this study. If desired, such a research design would allow for the computation of inferential statistics using non-parametric or covariance procedures - to determine whether any such gains which have been attained by the demonstration groups are due to chance, or due to factors inherent to the proposed program. Also, because the ten classes are located in geographically separated Hispanic communities, a factor analysis of selected features of each community would allow for the determination of Hispanic community features which are of positive value in such a proposed program.

The manner in which specific evaluative procedures will be utilized to determine whether the: (1) Program and Performance Objectives have been attained will be discussed in the following material.

Program Objectives

As may be noted in examining the technical specifics concerning the evaluation of Program Objectives, a comparative numerical count of certain selected program factors - on both a pre- and post-test program basis-is the primary method to be utilized in determining whether these objectives are being attained. (For informational purposes, it should be noted that the numbers preceding the following evaluative procedures pertain to the corresponding numbers of the specific objective listed in Section III.)

1-4. To determine the effectiveness of bi-lingual demonstration instructional units, and curricula and materials which are developed in the primary grades, teachers of similar classes which are not designated as demonstration classes will be polled to determine the manner in which these teachers view these instructional units, curricula, and materials, and also how frequently they are utilizing them. If such instructional

units, curricula, and materials are being utilized by other teachers, such use should indicate that the stated objective has been attained.

2. By means of a numerical count, it will be possible to determine whether Spanish-speaking teachers (with the ability to function effectively in the Spanish language in bilingual school programs) have increased as a result of the program. If such a numerical increase does occur, this objective will have been attained.

3. It should be a relatively easy task to evaluate the objective concerning the initiation and institution of undergraduate and graduate teacher education programs for the preparation of teachers in "English as a Second Language" by the procedure of counting the number of such courses offered at various local institutions of higher education both prior to the beginning, and completion, of the project. Any gain in the number of courses offered in this area would indicate that this objective had been attained.

5-6. A count of the parents (both English-speaking and bilingual) involved in both the: (1) instructional planning, programming and evaluation; and (2) school and community services would indicate whether these objectives are being attained by mere increases or decreases of numbers of parents so involved.

7. At the conclusion of the study, it will be possible to determine which programs for Spanish-speaking children are successful. If those programs which are determined to be relatively successful include both bilingual and bi cultural components (compared to relatively unsuccessful programs not including these components), such a result would indicate the necessity for these components in a successful program.

8. It is a primary purpose of any research project to develop valid evaluative instruments to measure quantitatively the specific outcomes of any unique objectives. Since this project is concerned primarily with Spanish-speaking children, non-discriminatory quantitative evaluative measures (for these children) will have to be constructed in both the cognitive and non-cognitive area. As a specific example concerning the construction of such evaluative instruments, there are two Jersey City State College graduate students who are currently in the process of completing their M.A. thesis in the School Psychology Program. Both of these theses utilized a sample of students from the Spanish-speaking community. The one thesis by Ruth Goldberg is titled "Cultural and Attitudinal

Differences between Spanish-Speaking and English-Speaking Teachers and Pupils," and it required the construction of the evaluative instrument. The second thesis by Henry Campbell is titled "The Effect of Extrinsic Motivation Upon Scores Obtained on the Goodenough-Harris Draw-A-Man Test." This study proved the relative invalidity of a "culture-fair" test for students from a lower socioeconomic level. Consequently, with these two exemplary studies indicating that the construction of appropriate evaluative instruments is an integral aspect of any valid research study, it is anticipated that such instruments would be developed for the proposed study.

9, 10, 11. To determine whether an activity, center, or group has been initiated or developed, it is only necessary to ascertain whether the activity, center, or group existed prior to the project, and whether it exists at a certain stage and/or at the completion of the project. Such a procedure would be utilized to evaluate the initiation or development of research centers, orientation programs, and advisory groups.

12. It is anticiapted that several meaningful research studies concerning the effects of bilingual instruction on learning will be conducted throughout this proposed project. As these studies are disseminated and accepted by other bilingual education practitioners, this objective will be considered to have been attained.

13. To evaluate the effectiveness of any specialized instructional materials, it would only be necessary to utilize such materials in one of the ten (10) demonstration classrooms and not use it in the other nine (9) classrooms. The effectiveness of these materials can be determined by an actual count of the number of times the material has been used, and the manner in which both the teachers and pupils perceive the instructional materials to be useful.

Performance Objectives

In evaluating the Performance Objectives listed in Section III, the primary evaluative procedure will utilize quantitative data to compare the level of performance: (1) of the demonstration classes and comparable classes at the conclusion of the project.

Ability to Express Oneself in the Native Language.

1. In identifying objects in his native language, the number of common objects that students in both the demonstration and

comparable classes can identify will be compared on both a pre- and post-test basis.

2. Students in both the demonstration and comparable classes will be exposed to the same common experience. Educational authorities will evaluate comparatively the manner in which students in both types of classes express this experience (in their native language) in a sequential and organized manner.

3. Again, educational authorities will compare students in the two types of classes concerning the manner in which they are able to distinguish and respond to instructions given to them in their own dialect and the standard dialect of the school.

Ability to Read, to Write, and to Function Effectively in the Native Language.

1. By means of pre-test measures concerning level of maturity and through utilization of covariance procedures, students in both types of classes will be compared regarding their ability to read and to write in that language. Tests constructed by the classroom teachers (be these tests either objective or subjective with regard to scoring) will be utilized as a dependent criterion measure.

2. With both the demonstration and comparable classes having children categorized initially as having similar levels of skill development, the numbers, and type of books children from both groups select to read will be compared.

3. Educational authorities will be utilized to compare the children in both types of classes concerning the manner in which the children express their own experiences in written form of the native language.

Ability to Understand and to Speak English:

It is recognized that one of the purposes of the project requires the students to acquire a better mastery of the native language prior to being concerned with the complexities of acquiring a second language and vice versa. For the purposes of evaluating this aspect of the study, the mastery of a native language will be viewed as a first essential sequence in acquiring mastery of the second language to the extent that the final evaluative criteria will be primarily English-oriented in contest.

1. An evaluation of effective speaking of the native language

will not be measured by a standardized test. Rather, with regard to this objective, educational authorities will be utilized to compare the effective speaking of English for the students in the two types of classes.

2. The same panel of educational authorities will determine whether the children who are mastering spoken English are progressing in the manner prescribed in the guidelines stated in the objectives.

Ability to Read, to Write, and to Function Effectively in the English Language Curriculum.

1. A standardized reading test - written in the English/Spanish language - will be administered to all pupils to determine the relative degree to which they can read in the English language. The resulting test scores for the children completing this test, if they are enrolled in only the demonstration classes, could be compared with scores they made on the same test prior to the demonstration unit. Also, these scores could be compared with post-test scores obtained concurrently by pupils not enrolled in the demonstration classes.

2. As another evaluative indication that the child feels he can be successful in reading English-written materials, it would be possible to determine numerically and proportionally the number of Spanish-written books and English-written books a child chooses to read during this time period. Also, the degree of difficulty of the books being read could be designated by a reading formula to determine whether a child is progressing toward more difficult books of the English-speaking variety.

3. Both quantitative and qualitative measures would be used to determine whether a child is expressing his own experiences in the written form in English. Initially, there will be a count made of the number of times a child writes in English. After the ability to write in the English language has been acquired, the quality of the writing will be evaluated by an appropriate group of educational authorities.

Develop in Children Positive Attitudes Towards Oneself and Toward Others.

To evaluate effectively the development of positive attitudes, it will be necessary to construct a non-cognitive evaluative instrument which will be administered to children in both the demonstration classes and comparable classes on both a pre- and post-program basis. With the basic assumption that there will be no initial attitudinal

differences between the children in any of the classes, it will also be assumed that any noted attitudinal changes after the completion of the program will have resulted from the program. Because questions comprising the content of an attitudinal evaluative measure customarily, by necessity, include those of an emotional nature, all members of the internal administrative team will pass judgement concerning the desirability of including each question on the evaluative attitudinal instrument. Specific attitudinal areas which will be measured by this instrument include:

1. Self-perception and self-image as it pertains to the child's Hispanic culture, tradition and history.

2. Peer relationships as they pertain to the child's ability to relate in a positive manner with both Spanish-speaking and English-speaking peers.

3, 4. Understanding and appreciating the immediate Hispanic, and generally large, community surrounding the children. The appreciation and understanding of the cultures of these various communities will be stressed especially in this evaluative attitudinal instrument.

An evaluation of the performance objectives of the: (1) teachers; (2) teacher aides; (3) parents; and (4) community liaison personnel will be accomplished primarily by means of a comparison of pre- and post-program quantitative data concerning the performance of personnel in these various groups. The primary evaluative technique to be utilized will include a numerical count of the increase of personnel involved in, and number of, various specified activities related to the performance objectives stated in Section III.

Teachers

With regard to teachers, evaluative procedures will focus upon:

1, 2. The degree of improvement noted by educational authorities concerning the ability of the teacher to state the rationale for bilingual education, and increased use of appropriate materials and instructional approaches.

3. The increased participation in bilingual and bicultural activities. Such an increase can be noted by a numerical count.

4, 5. Satisfactory teaching, as measured by observation of educational authorities and student increase in academic performance, as measured by teacher-made and standardized tests.

Teacher Aides

The teacher aides will be evaluated by:

1, 2. Observation of educational authorities concerning the degree of improvement of these teacher aides to teach appropriate aspects of the curriculum assigned to them, and to assist in reinforcement teaching activities.

3. The increase in the number of courses completed leading to higher level programs.

Parents

The involvement of parents in this proposed program will be evaluated primarily by means of a count concerning the increase in the number of times parents:

1. Visit the school and observe the educational program.

2. Volunteer their services to the school, such as for lunchroom supervision, library and office help, etc.

3. Assist in the development of Spanish language components for the PTA program.

4. Attend Evening courses concerning the English language and/or Spanish cultural heritage.

Community Liaison Personnel

With regard to specific objectives concerning community liaison personnel, these objectives will be evaluated by determining via observational procedures whether these personnel are:

1. Visiting the homes of the children periodically.

3. Orienting new families to the community.

4. Disseminating appropriate information to parents concerning their rights and community services.

If these activities noted above are taking place during, and at the completion of, the program, and these activities were not conducted prior to the program, then these appropriate objectives will be considered to have been attained. With regard to:

2. Open communication procedures between the home and school, a questionnaire will be administered periodically to individuals in both the home and school to learn whether they feel these open communication procedures do exist. If these individuals indicate they feel that communication exists, the objective will have been attained. If the individuals feel this communication does not exist, appropriate action will be undertaken to insure such communication.

If other evaluative procedures become necessary during the program, such procedures will generally follow the evaluative techniques discussed in the prior sections.

XII DISSEMINATION

A. Dissemination services will be provided on a geographical basis in order to guarantee state-wide coverage and rapid response to requests. The New Jersey Urban Schools Development Council will serve as a support base for the southern area of the state providing pamphlets, books, materials, audio and video tapes, sample lesson plans and other teaching materials. It will also provide for newspaper and professional magazine coverage as well as serving as liason with our new State Education's TV service in Trenton, New Jersey.

It will encourage and promote observations of the demonstration units and provide siminar situations accordingly with personnel knowledgeable in the bilingual area. Each month a newsletter or pamphlet will be published to describe various aspects of the program.

Similar services will be provided in the northern region by Jersey City State College.

B. Dissemination design will stress the impact on children and parents in each community and will serve as a catalyst for encouraging state-wide cooperation for program development. In this way overlapping and duplication will be avoided while comprehensive coverage will be maintained. Funds will be allocated where they can make the greatest contribution to bolster local services and facilities. Therefore, the needs having been identified and met, in local communities, will require continued funding by these communities, in order to maintain those essential services.

C. Newsletter.....$3,000.

TV, Radio Media.....
provided by Channel 13 and WBGD Newark

Newspapers..... N/C

Regional Meetings.....$2,000.
(Two (2)/year + NJEA Convention Booth)

XIII LOCAL COMMITTMENT

The estimated local committment is reviewed below in terms of the items requested. The enclosed letters summarize the willingness of all eighteen school districts to participate in varying degrees, however, the five districts in which the ten first grade classes are located have allocated the following for our use:

District	Facilities	Materials and Equipment	Personnel	Dollars
Perth Amboy	2 classrooms 1 meeting room	All audio-visual equipment, regular school supplies and materials for sixty children plus duplicating supplies and equipment.	1/2 time ESL Teacher	$4,000.
		In-service education		$ 300.
Union City	2 classrooms 1 meeting room	All standard equipment for two first grade classes plus regular supplies and materials.	1/2 time ESL Teacher	$4,000.
			1 Bilingual Teacher	$7,500.
Newark	2 first-grade classrooms 1 meeting or conference room	Usual equipment and supplies for sixty first-grade children	1/2 time ESL Teacher	$5,000.
Jersey City	2 classrooms 1 meeting or conference room	Usual materials and equipment for sixty children.	1 Bilingual Teacher	$7,500.
Jersey City State College	1 three-room office suite Any meeting rooms required	All supplies and equipment from technology center, T.V. cameras, tape equipment, any available college facilities, free courses, if practicable.	1 Full Professor	$9,000.

District	Facilities	Materials and Equipment	Personnel	Dollars
Vineland	2 classrooms 1 meeting room	All paper, pencils, duplicating supplies, audio-visual equipment and other regular classroom materials for sixty children.	1 Bilingual Teacher full time.	$9,750
			1 ESL-Teacher (part-time)	$3,225
			1 Bilingual Teacher-aide	$2,760

All the districts have committed themselves in principle to the continuation of these services and facilities if federal funding is terminated (See accompanying letters).

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